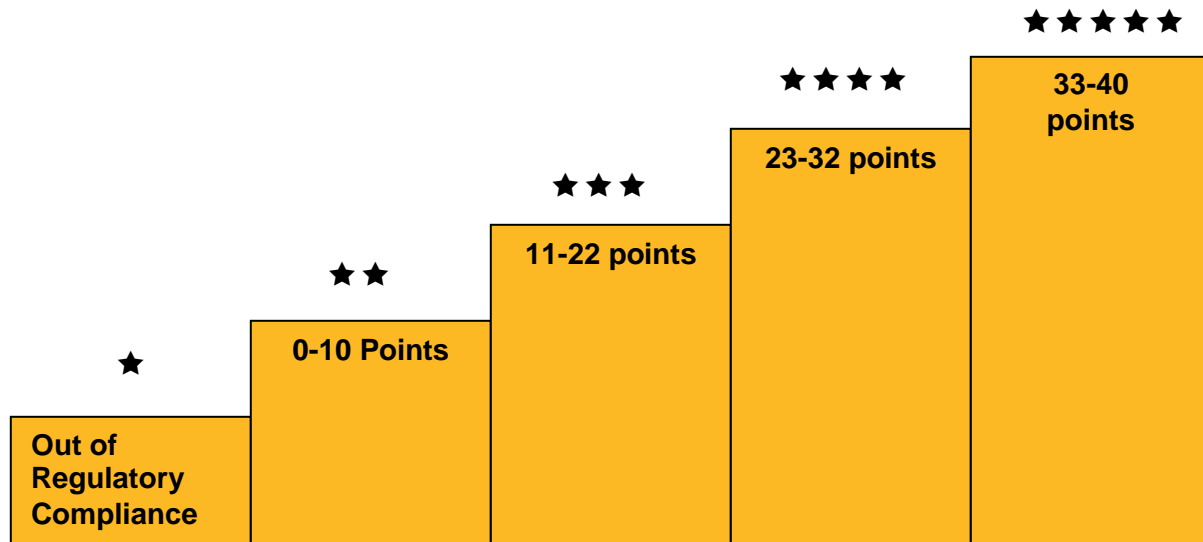




## Quality Indicator Point Detail

January 1, 2019 – December 31, 2020  
Track 2 – Group Child Care<sup>1</sup>

### Quality Rating and Improvement System Overall Model



*Programs not in regulatory compliance would not be able to earn points in YoungStar until coming into compliance with licensing and certification.*

It is imperative that Wisconsin improve the quality of child care. YoungStar assists Wisconsin child care providers to improve their quality leading to a critically important outcome of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research-based, objective, and verifiable on a regular basis.

This document describes the categories for earning points in YoungStar. Each child care provider or program can earn up to forty points across four categories – education (Lead Teacher and Director), learning environment and curriculum; professional and business practices; and health and wellness. In general, when the word “staff” is used in the Group child care section, it means Lead Teachers and Directors unless otherwise noted. There are required points in each of the categories as well as additional optional points programs may accumulate.

The following chart shows the overall categories and the points possible in each.

Category for Earning Points	Possible Points
Group Teacher Qualifications	0-9
Group Director Qualifications	0-6
Learning Environment and Curriculum	0-13
Business and Professional Practices	0-7
Health and Wellness	0-5
<b>Total</b>	<b>0-40 points</b>

<sup>1</sup> This track includes licensed group child care serving children from birth through age 12.

## Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a 4 Star or 5 Star rating for accredited providers. Accreditations of the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), the City of Madison, and Head Start Performance Standards with no non-compliances or findings are accepted as equivalent to a 5 Star rating. The accreditation through the Council on Accreditation (COA) is equivalent to a 4 Star rating, however, if the program met 5 Star credit-based education standards (for Lead Teachers and the Director), the program would qualify for a 5 Star rating.

If a program is accredited by NECPA, American Montessori Society (AMS), or AdvancED AND the program meets the educational requirements of a 4 Star program in their respective YoungStar rating track, that program would be eligible for a 4 Star rating. If a program is accredited by NECPA, AMS, or AdvancED AND the program meets the educational requirements of a 5 Star program in their respective YoungStar rating track, that program would be eligible for a 5 Star rating.

The rationale for accepting these accreditations as equivalent to a 4 Star or 5 Star rating is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires on-site observations and verification of similar characteristics laid out in YoungStar.

### A) Education and Training of Director and Lead Teachers (Maximum Points = 15)

**Teacher Education and Training:** Teacher education is considered one of the most [consistent predictors of quality in an early childhood setting](#). Staff and provider early childhood education and school-age education qualifications will be entered into an Organizational Profile within The Wisconsin Registry. [The Registry](#) is Wisconsin's recognition system for the childhood care and education profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

**Director Education and Training:** [Research](#) has demonstrated the critical role of the child care Director in all centers; they are responsible for the recruitment, hiring, and guidance of teaching staff, and – when necessary – for firing or dismissal of staff. Research shows that centers with well-qualified Directors demonstrate higher quality. Directors with degrees operate nearly half of the centers in Wisconsin. This category recognizes a variety of ways to earn points by meeting higher levels of Director qualifications.

When a program has more than one individual listed in their Program Profile for a classroom, the training (but not the education) of either individual will be counted when awarding YoungStar points for the following indicators: Wisconsin Model Early Learning Standards Training (B.2.1), Social Emotional/WI Pyramid Model/Inclusion Training (D.1.3), and Strengthening Families/Darkness to Light Training (D.1.4).

To be qualified to be listed in the Program Profile, the individual needs to be in the assigned classroom for at least 50% of the time that the classroom is open (up to 40 hours per week). The individual could be listed as any of the following in the Program Profile: Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. The educational level of these individuals that are listed as something other than the Lead Teacher will not be counted for YoungStar points. The method of awarding points for the education of the Lead Teacher will remain the same.

For example, if the Other Teacher in a classroom has taken the Wisconsin Model Early Learning Standards (WMELS) but the Lead Teacher has not, the program would be given credit for that classroom having met the requirement for WMELS training.

#### **Full-Time vs. Part-Time**

YoungStar recognizes that some child care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based upon the average number of hours per day or per week a program is open using a definition of full-time as an 8 hour day and a 40 hour week. For example, if a quality indicator asks a program to provide 60 minutes of physical activity per day,

the part-time program operating 4 hours per day would be asked to provide 30 minutes of physical activity. If the operating hours vary during the week, a Consultant/Rating Observer will use the average number of hours per day to award points for items like this.

For the purposes of YoungStar, the definition of a full-time employee is someone who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

### **Staffing of Group Child Care Programs:**

A person can only be associated in The Registry's Program Profile with one program at a time. This means a person who has responsibilities for more than one program must choose on Program Profile with which to be affiliated. Every classroom that is open at least 25% of the time (up to 40 hours) that the program accepts children must be listed on the Program Profile. A classroom/group must be a Program Profile to be eligible for a Formal Rating

- A. For YoungStar,<sup>2</sup> the person who is designated as the Director shall be on-site weekly for at least 25% of the total number of hours they work per week for the program (up to 40 hours) and shall have the following responsibilities:
  1. Supervision of the planning and implementation of the programming for children
  2. Supervision of the staff at the program
  3. Staff meetings and orientation
  4. Continuing education for the staff
- B. The person serving as the Director may step in to help out with Lead Teacher responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or for emergencies.
- C. The person serving as the Lead Teacher will be designated as follows:
  1. The person who is teaching for the greatest number of hours between the hours of 6 AM and 6 PM in a given classroom should be listed as the Lead Teacher on the Registry Program Profile.
  2. If two or more people work an equal number of hours between the hours of 6 AM and 6 PM, either person can be listed as the Lead Teacher on the Registry Program Profile.
  3. To calculate the number of hours a staff person works, only hours between 6 AM and 6 PM will count.

**Verification of Staff:** Before approving a rating, the Technical Consultant will visit each classroom or group at least once and must see the person who is listed as the Lead Teacher in the Program Profile teaching in that classroom or group. If a Technical Consultant does not see each Lead Teacher in the classroom/group in which they are listed in the Registry Program Profile, a Technical Rating will not be completed and the program will be ineligible for a Formal Rating until the information can be verified. Further proof may be required in the form of time sheets or pay stubs. (Maintaining Your Registry Profile Policy, Updated 1/1/2016.)

### **Variations—the following variations to rule A will be allowed:<sup>3</sup>**

- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the center, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed above) must be performed by a person who is on-site at the center for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

In these cases, the program has two options:

- Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Director.

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<sup>2</sup> Licensing requirements regarding the role of the Director are different from YoungStar and can be found here: <https://dcf.wisconsin.gov/cclicensing/rules>. Licensing is meant to be a base level for health and safety and YoungStar is meant to be a step higher toward quality. So, while a program may be following licensing requirements for the role of a Director, the requirements outlined in this document will be used for YoungStar.

<sup>3</sup> In either of these cases, the following rule still applies: A person can only be associated in The Registry's Program Profile with one program at a time. This means a person who has responsibilities for more than one program must choose one organization profile with which to be affiliated.

- Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director. **If the program wants to choose this option and the person listed as the Director is also a Lead Teacher, the rules for Dual-Role (below) must be followed.**
- **Dual-role:** programs licensed for 30 or fewer children may, in the following limited circumstances, have a Director who also is listed as a Lead Teacher in the Program Profile:
  - To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open<sup>4</sup> devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week.
  - To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Director **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Director must also meet the educational qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week.
  - To be eligible to earn 5 Stars: A full-time dedicated Director must be in place, who meets the educational qualifications for a 5 Star rating.

**Verification of the variations to rule A:** To verify this indicator, the program may be asked to provide schedules, pay stubs, timesheets, job descriptions, employee handbooks and/or employment policy and procedure documentation.

**Professional Development Opportunities:** Information about early care and education and school-age credit-based course offerings availability can be accessed by contacting the individual institution of higher education directly, or by contacting a Professional Development or T.E.A.C.H. Early Childhood® Wisconsin Scholarship Counselor at the Wisconsin Early Childhood Association. Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities and credit for prior learning experience is available in the appendix of this document.

In the following two charts for Lead Teaching staff and center Directors, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the composition of the Lead Teaching staff education and the center Director's education. If a Director or Lead Teacher's Registry Level falls in between two point levels, they will be awarded the points for the lower of the two levels. For example, if Lead Teachers for 50% of the classrooms are at Registry Level 8, the program would receive 2 points because the Registry Levels are higher than the requirement at the 2 point level but they did not meet the requirement at the 3 point level. Additionally, for example, if a Director were at Registry Level 11, the program would receive 1 point because the Registry Level is higher than the requirement at the 1 point level but did not meet the requirement at the 3 point level.

Any time a related Associate's degree is referenced in this document, 60 credits beyond high school with 30 of those credits related to early childhood or school-age care would be accepted as equivalent to the related Associate's degree.

**Verification for qualifications is through The Registry.** <http://www.the-registry.org/>

#### A.1) Lead Teacher Qualifications

Quality Indicators –Lead Teaching Staff Qualifications	Points Awarded
Lead Teachers with Registry Level 7 or higher for 25% of all classrooms and Lead Teachers with Registry Level 6 or higher for 25% of all other classrooms – <i>Required for 3 Stars</i>	1
Lead Teachers with Registry Level 7 or higher for 50% of all classrooms	2
Lead Teachers with Registry Level 9 for 50% of classrooms; all other classrooms have a Lead Teacher with Registry Level 7 or higher – <i>Required for 4 Stars</i>	3

<sup>4</sup> "The time the program is open" means the number of hours the program accepts children for care. If a program had additional hours where staff are present but no children are in care, these hours do not count toward the time the program is open.

Lead Teachers with Registry Level 10 or higher for 50% of classrooms; all other classrooms have a Lead Teacher with Registry Level 7 or higher	4
Lead Teachers with Registry Level 12 or higher for 50% of classrooms and all other classrooms have a Lead Teacher with Registry Level 7 or higher	5
Lead Teachers with Registry Level 12 or higher for 50% of classrooms and Lead Teachers with a Registry Level 10 or higher	6
Lead Teachers with Registry Level 12 or higher for 100% of classrooms – <i>Required for 5 Stars</i>	7
Lead Teachers Registry Level 12 or higher for 50% of classrooms and Registry Level 14 for the other 50% of classrooms	8
Lead Teachers with Registry Level 14 or higher for 100% of the classrooms	9

## A.2) Director Qualifications

Quality Indicators – Director Qualifications	Points Awarded
Registry Level 10 – <i>Required for 3 Stars</i>	1
Registry Level 12 – <i>Required for 4 Stars</i>	3
Registry Level 13 – <i>Required for 5 Stars</i>	4
Registry Level 14	5
Registry Level 15 or higher	6

## B) Learning Environment and Curriculum (Maximum Points = 13)

### Required Minimums for 3, 4 and 5 Stars

- **Required for 3 Stars:**
  - Program must use a provider-chosen Self Assessment tool leading to Quality Improvement Plan.
- **Required for 4 Stars**
  - Program must achieve an **average** Environment Rating Scale (ERS) score of 4 as observed and verified with the following tools: Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), and/or School-Age Care Environment Rating Scale - Updated (SACERS).
- **Required for 5 Stars**
  - Program must achieve an **average** Environment Rating Scale (ERS) score of 5 as observed and verified with the following tools: Infant/Toddler Environment Rating Scale-Revised (ITERS-R), Early Childhood Environment Rating Scale-Revised (ECERS-R), and/or the School-Age Care Environment Rating Scale - Updated (SACERS).

### B.1.1, B.1.2, B.1.3, B.4.1-2) Required Minimums

Criteria	Rationale	Verification	Points Awarded
B.1.1) <a href="#">Self Assessment</a> of program is performed – <i>Required for 3 Stars, 4 and 5 Stars</i>	Demonstration of practice to <a href="#">assess key elements</a> of program for the purpose of making progress toward achieving goals, objectives, and expected outcomes for higher quality care	Reviewed by Consultant/Rater	-
B.1.2) <a href="#">Quality Improvement Plan</a> that is informed by the self-assessment is developed in accordance with authentic quality improvement tool – <i>Required for 3, 4 and 5 Stars</i>	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Reviewed by Consultant/Rater	-

B.1.3) Developmentally appropriate environment, incorporating Wisconsin Model Early Learning Standards and/or School-Age Curricular Framework – <i>Required for 3, 4 and 5 Stars</i>	<a href="#">Research ties appropriate implementation of developmentally appropriate practice</a> (DAP) to higher quality child care. Group Leaders can demonstrate they understand developmentally appropriate practices in order to make sound decisions with child outcomes in mind.	Reviewed by Consultant/Rater	1
B.4.1) <a href="#">Environment Rating Scale</a> (ECERS-R, ITERS-R and/or SACERS-Updated) average score of 4– <i>Required for 4 Stars</i>	Demonstration of high quality environment in key areas	Conducted and recorded ERS Observer	3
B.4.2) Environment Rating Scale (ECERS-R, ITERS-R and/or SACERS-Updated) average score of 5, - <i>Required for 5 Stars</i>	Demonstration of a higher threshold of quality		4

### **Optional Points**

#### **B.2.1-2) Wisconsin Model Early Learning Standards (WMELS) and Wisconsin School-Age Curricular Framework – Optional Points**

<b>Criteria</b>	<b>Rationale</b>	<b>Verification</b>	<b>Points Awarded</b>
B.2.1) 50% of classrooms have one staff person assigned to the room in the Program Profile who has received training in Wisconsin Model Early Learning Standards (WMELS) or the School-Age Curricular Framework.	WMELS have been <a href="#">nationally-recognized</a> as a useful tool to improve practices in early childhood settings. They establish a connection between developmentally appropriate practice and early care settings in key areas. School-age programs will align with School-Age Curricular Framework.	Registry verified	1
B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards (WMELS) and/or Wisconsin Afterschool Network (WAN) School-Age Curricular Framework for school-age children.		Reviewed by Consultant/Rater	2

#### **B.3.1-4) Program-wide Practices for Child Outcomes – Optional Points**

<b>Criteria</b>	<b>Rationale</b>	<b>Verification</b>	<b>Points Awarded</b>
B.3.1) Program uses <a href="#">individual child portfolios</a>	Demonstration of a child's development through use of portfolios informs the authentic assessment process.	Reviewed by Consultant/Rater	1
B.3.2) Teacher uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.	Demonstration of using reliable, valid and appropriate child assessments for individual children informs intentionality practices.		2
B.3.3) Program implements developmental screening practices. Teacher is trained to provide	Early childhood provides opportunity for early		1



annual developmental screening and appropriate referrals are made as well as linkages to resources. Provider demonstrates that they have received training on developmental screening tools used in their program.	detection of challenges; providers can be key resources to assist in receiving screening and referral for early intervention.		
B.3.4) Curriculum and environment support individual child goals, as derived from child assessments. Program implements tracking of children's development for child outcomes, as derived from child assessments.	Demonstrate that the program is accountable through assessment to improve child interactions and individual outcomes.		1

**C) Business and Professional Practices (Maximum Points = 7)**

**Required Minimums for 2, 3, 4 and 5 Stars**

- **Required for 2 Stars:**
  - Program signs a YoungStar Contract and is willing to enroll children who receive Wisconsin Shares subsidies
- **Required for 3 Stars:**
  - Program has an ongoing yearly budget, completes accurate taxes and demonstrates sound recordkeeping practices
- **Required for 4 Stars:**
  - Program has employment policies and procedures in writing
- **Required for 5 Stars:**
  - Program uses full-staff strategic planning for improved workplace standards

**C.2.1-3, C.5.1-4) Required Minimums**

Criteria	Rationale	Verification	Points Awarded
C.2.1) Program demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes - <i>Required for 3 Stars</i>	<a href="#">Research links effective professional and business practices</a> to high quality learning environments that support nurturing interaction between caregivers and children.	Reviewed by Consultant/Rater	1
C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies is provided - <i>Required for 4 Stars</i>			1
C.2.3) Program offers evidence of full-staff strategic planning for improved work place standards for administration of business including hiring, staffing and business planning. Must be site/location specific. – <i>Required for 5 Stars</i>			1
C.5. Program has a vested interest in connecting with families of the children that attend the program. The four indicators are: C.5.1 Communication C.5.2 Family Needs and Feedback Inform Program C.5.3 Collaborative Activities with Families C.5.4 Community Resources and Family Support  Required for 3, 4 and 5 Stars	<a href="#">Strong parental involvement</a> in child care is linked to higher quality.	Reviewed by Consultant/Rater	If one activity from one item in each of the indicators are verified, program receives one point.  If one activity from two items in each of the indicators are

			verified, program receives two points.
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## Optional Points

### **C.3.1-5) Professional Development — Optional Points**

<b>Criteria</b>	<b>Rationale</b>	<b>Verification</b>	<b>Points Awarded</b>
C.3.1) Annual staff evaluation plan includes professional development goal-setting.	Professional development on an ongoing basis is linked to higher quality care including staff assessment, access to professional development are <a href="#">linked to higher quality care</a> . Staff access to professional development materials will increase their capacity to provide high quality child care.	Reviewed by Consultant/Rater.	If two or more of the following practices are verified, program receives one point
C.3.2) Access to professional development funding to cover the costs associated with the completion of selected training opportunities that meet the goals of the individual staff person's professional development plan, including <a href="#">access to T.E.A.C.H. Scholarships</a> for credit based instruction.			
C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).			
C.3.4) Director or Administrator active membership in a professional association focused on early care and education and membership in a professional association focused on school-age if school-age children enrolled. (membership in one organization that focuses on both the infant/toddler age group and school-age group would count for this point)			
C.3.5) 75 percent or higher retention rate of well educated (Associate's degree or higher) Lead Teachers and program administration over three-year period.			

### **C.4.1-4) Staff Benefits – Optional Points**

<b>Criteria</b>	<b>Rationale</b>	<b>Verification</b>	<b>Points Awarded</b>
C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.	Staff benefits are also linked to higher quality care including staff assessment, access to professional development are <a href="#">linked to higher quality care</a> . Benefits are also linked to longevity and less turnover in early care settings.	Reviewed by Consultant/Rater	If two or more practices are verified, program receives one point
C.4.2) Access to a pension/retirement plan with employer contribution for full time staff.			
C.4.3) Lead teaching staff has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days for full time staff. Time off is prorated for part time staff. The days off must be able to be used in the first year of employment.			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Lead Teachers			



## D) Health and Wellness (Maximum Points = 5)

### Required Minimums for 3, 4 and 5 Stars

- Program supports healthy nutrition and/or physical activity policies and practices

#### D.1.1) Required Minimums

Criteria	Rationale	Verification	Points Awarded
D.1.1) Program supports healthy nutrition and/or physical activity policies and practices through: <ul style="list-style-type: none"> <li>• Use of a self-assessment tool for quality improvement in the area of nutrition and/or physical activity.</li> <li>• Development of a Quality Improvement Plan based upon the results of the self-assessment tool.</li> <li>• Demonstration of policies and procedures to address children’s allergies, accommodate dietary restrictions and nutritious meals and snacks.</li> </ul>	Sound nutritional and physical activity practices in early childhood lead to establishment of healthy eating patterns and prevention of obesity in the future.	Reviewed by Consultant/Rater	1

### Optional Points

#### D.1.2-4) Health and Wellness - Optional Points

Criteria	Rationale	Verification	Points Awarded
D.1.2) Program supports physical skill development and healthy physical activity.  <b>Note:</b> The time requirement for programs is ninety minutes per day for 3 years and older. The ninety minutes is pro-rated for programs that operate for fewer than eight hours per day or have children enrolled that are younger than 3 years old.	<a href="#">Research</a> shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.	Reviewed by Consultant/Rater	1
D.1.3) <u>For 1 point</u> 50% of the staff have one of the Registry-verified trainings /equivalencies listed below. 50% is determined by taking every classroom that is in the Registry Program Profile and adding the Director’s role to that number then dividing by two. One individual from a classroom would have to have the training/equivalency for that classroom to be counted toward the 50%. <sup>5</sup> <ul style="list-style-type: none"> <li>• 3 credits of inclusion and/or social-emotional training;</li> <li>• Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours);</li> <li>• Positive Behavioral Intervention and Supports (PBIS) (15 hrs.);</li> </ul>	<a href="#">Research</a> consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child’s future success and readiness for school	Registry verified	1 or 2

<sup>5</sup> Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

<ul style="list-style-type: none"> <li>• Guiding Children’s Behavior in School-Age Care (15 hrs.);</li> <li>• Tribes TLC (12 hrs.); or</li> <li>• Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</li> </ul> <p><u>For 2 points</u> Director and an individual from every classroom must have completed any one of the following six options:</p> <ul style="list-style-type: none"> <li>• 3 credits of inclusion and/or social-emotional training;</li> <li>• Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours);</li> <li>• Positive Behavioral Intervention and Supports (PBIS) (15 hrs.);</li> <li>• Guiding Children’s Behavior in School-Age Care (15 hrs.);</li> <li>• Tribes TLC (12 hrs.); or</li> <li>• Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</li> </ul>			
<p>D.1.4) 50% of the staff have one of the Registry-verified trainings/equivalencies listed below. 50% is determined by taking every classroom that is in The Registry Program Profile and adding the Director’s role to that number then dividing by two. One individual from a classroom would have to have the training/equivalency for that classroom to be counted toward the 50%.<sup>6</sup></p> <ul style="list-style-type: none"> <li>• Strengthening Families Through Early Care and Education: Building Protective Factors with Families,</li> <li>• Family Services Credential,</li> <li>• Touchpoints Birth to Three: Your Child’s Emotional and Behavioral Development, or</li> <li>• Department-approved equivalent that demonstrates knowledge of protective factors.</li> </ul> <p><a href="http://www.cssp.org/reform/strengtheningfamilies/practice">http://www.cssp.org/reform/strengtheningfamilies/practice</a></p>	<p>Preventing child abuse and neglect has been linked to the <a href="#">Strengthening Families</a> approach to building protective factors in children and parents.</p> <p>Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress. Consistent training is needed to ensure consistent standards.</p>	<p>Registry verified</p>	<p>1</p>

<sup>6</sup> Individuals from a classroom means an individual who is listed in The Registry Program Profile as any of the following: Lead Teacher, Other Teacher, Teacher, Assistant Teacher or Assistant School-Age Teacher. Please see Appendix D for information on Maintaining Registry Program Profiles.

### **Professional Development Opportunities for Credit Based Instruction:**

For those interested in taking credit based college coursework in early childhood education, the most up-to-date information on options available – including both traditional and non-traditional routes (including online, weekend and evening courses, and accelerated programs) – is by contacting the institution of higher education directly. Another option is to contact a T.E.A.C.H. scholarship counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email [teach@wisconsinearlychildhood.org](mailto:teach@wisconsinearlychildhood.org) . You may want to inquire about scholarship eligibility as well.

To assist you, the WECA website, <http://wisconsinearlychildhood.org/programs/teach/> offers T.E.A.C.H. program information. A link at this site (Wisconsin Colleges and Universities) will take you to a map of all Wisconsin institutions of higher education; simply click on a college or university to access their website and contact information. The WECA website also houses a T.E.A.C.H. online Directory of course offerings within the Wisconsin Technical College System.

Professional Development Counseling Support opportunities are also available through the Wisconsin Early Childhood Association. Information is available at: <http://wisconsinearlychildhood.org/programs/PDcounseling/>

### **Credit for Prior Learning and Experience:**

Institutions of Higher Education may offer credit for prior learning and award degree credit(s) to individuals who can demonstrate relevant skills and knowledge that they have previously acquired through non-traditional schooling, work or other life experiences. Credit for Prior Learning (CPL) can help child care teachers and child care providers ease into the higher education system. In Wisconsin, each college has its own process of evaluation established. The process requires the teacher/provider to document relevant experiences. Examples include: Training completion certificates, portfolio development that reflects work experiences and transcripts if available. T.E.A.C.H. scholarship counselors are available to help connect individuals to the early childhood program area that supports this work at each Institution of Higher Education.

### **YoungStar Resource Citations**

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

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Talan, Teri N. and Paula Jorde Bloom. Business Administration Scale for Family Child Care. New York: Teachers College Press, 2009.

Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.



## Career Levels

Use this document to identify your career status, and understand what you need to take your career to the next level.

To see if the training, courses, credentials, credits or degrees you have qualify, call 608-222-1123 or email support@the-registry.org.

1	Registry Membership									
2	Verified high school diploma or GED									
3	Registry Tiered Training	80 hours (any tier)								
4		120 hours (any tier)								
5		160 hours (40 hours must be tier 2 or higher)								
6	Non-Credit Credentials	CDA	OR	MATCE Montessori Credential	OR	Family Services Credential	Related Credits	3 Related Credits		

7	Credit-Based Credentials	Mentor and Mentor-Protégé		Related Credits	6 Related Credits				
8		Family Services Credential (8-9 Credits)	OR		Early Childhood Ed. Technical Diploma (9-12 credits)	12 Related Credits			
9		Registry Credentials 4 courses (12 total credits) per credential	- Afterschool & Youth Dev. - Family Child Care - Inclusion		- Infant Toddler Leadership - Program Development	18 Related Credits			
10		Registry Credentials 6 courses (18 total credits) per credential	- Administrator - Preschool		Apprenticeship Program (18 credits)	24 Related Credits			

11	Early Childhood & Youth Development Degrees	WTCS One-Year Diploma (24 or more credits.)	OR	Any 2 Registry Credentials	30 Related Credits	OR	Associate's Degree + Registry Credential				
12		Associate's Degree			Bachelor's Degree	OR	Associate's Degree + 2 Registry Credentials	OR	Associate's Degree + 30 Related Credits		
13		Associate's Degree + Registry Credential			Bachelor's Degree + Registry Credential	OR	Bachelor's Degree + 30 Related Credits				
14		Bachelor's Degree	OR	Bachelor's Degree + Professional Educator DPI License	Master's Degree	OR	Bachelor's Degree + 2 Registry Credentials	OR	Bachelor's Degree + 36 Related Credits		
15		Bachelor's Degree + Registry Credential	OR	Bachelor's Degree + Registry Credential + Professional Educator DPI License	Doctorate	OR	Bachelor's Degree + 3 Registry Credentials	OR	Bachelor's Degree + 48 Related Credits	OR	Master's Degree + Registry Credential
16		Master's Degree	OR	Master's Degree + Professional Educator DPI License	Master's Degree + 36 Related Credits	OR	Master's Degree + 2 Registry Credentials	OR	Doctorate + Registry Credential		
17		Doctorate	OR	Doctorate + Professional Educator DPI License	Doctorate + 36 Related Credits	OR	Doctorate + 2 Registry Credentials				

Find more information at: <http://www.the-registry.org/Membership/CareerLevels.aspx>